

Curriculum Unit for Fairview Elementary School

Curriculum Title: Underground Railroad

Arts Organization: Arts Consortium of Cincinnati

School: Fairview Elementary School

Grade: (2) (3) & (4)

Academic, Classroom, and Arts Content Goals:

Reading Process:

Recall important ideas and supporting details in fiction and non-fiction texts and compare and contrast information with students' own experiences and knowledge.

Draw and use diagrams to organize information from texts

Ask and answer simple questions about books and other written media.

Choose materials for independent reading based on personal interests and/or recommendations

Reading Application: Literary Text

Describe a story's characters and setting, and pick out words that appeal to the senses.

Reading Applications: Informational, Technical and Persuasive Text

Ask and answer questions about the essential elements of texts (who, what, when, where, how and why).

Identify central ideas and supporting details.

Writing Process:

Write by hand or type on computers

Reread their own writing, then add and/or delete details to make it clearer

Proofread their writing to improve grammar, spelling, punctuation and capitalization. Use other methods (feedback from other, assignment checklists, etc.) to improve writing quality

Communication:

Use active listening skills

Identify the main idea of spoken and visual presentations
Follow two- and three-step spoken directions
Recite poems, rhymes, songs or stories

Writing Applications:

Write responses to texts that support judgments with specific references to the texts.

History:

Place a series of related events in chronological order on a time line.

Use historical artifacts, photographs, biographies, maps, diaries and folklore to answer questions about daily life in the past.

Identify and describe examples of how science and technology have changed the daily lives of people and compare forms of transportation from the past to present.

Recognize the importance of individual action and character and explain how they made a difference in others' lives with emphasis on the importance of social and political leaders in the United States.

Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

Describe the cultural practices and products of various groups who have settled in Ohio over time.

Visual Art:

Use visual art materials to express an idea from a song, poem, play or story.

Use details to describe objects, symbols and visual effects in artwork.

Interpret a favorite painting through movement or music.

Communicate mathematics, geography or science information visually.

Listen carefully to others' viewpoints and beliefs about art.

Talk about their thoughts and feelings when looking at works of art.

Visual Art:

Reflect on and develop their own beliefs about art

Begin to revise work to a level of personal satisfaction.

Recognize and identify a purpose or intent for creating an original work of art.

Identify and describe artwork from various cultural/ethnic groups that settled in Ohio over time.

Distinguish the artistic style and subject matter in the artworks of two or more visual artists from local, regional or state history.

Drama/Theatre:

Use elements of theatre to communicate information

Use drama/theater to retell events in Ohio history

Use appropriate dramatic/theatrical vocabulary to describe dramatic/theatrical experiences

Describe the consequences of a character's decisions and actions in a dramatic/theatrical work

Create the movement and voice of a character to communicate feelings, ideas and activities in various drama/theatre experiences

Explore and demonstrate various design components of a story/scene

Music:

Identify and demonstrate echo and call/response

Sing songs representing their cultures

Sing, listen and move to music from various historical periods

Recognize and describe how songs are used for a variety of occasions

Recognize and describe ways that music serves as an expression in regional cultures

Identify how elements of music communicate ideas or moods

Interpret music through dance, drama and visual art

Science:

Compare similarities and differences among individuals of the same kind of plants and animals, including people

Recognize that seasonal changes can influence the health, survival or activities of organisms
Ask “how do you know” questions in appropriate situations and attempt to give reasonable answers when others ask questions
Recognize that there are more stars in the sky than anyone can easily count
Investigate how water changes from one state to another

Overview:

During this program 69 Students, grades 2nd through 4th, will learn about the Underground Railroad. Key topics will include but not limited to Harriet Tubman, the Underground Railroad, the Drinking Gourd, Africa, Work songs, the Ohio River, Abolitionist, and safe houses. The art forms that will be utilized are art, poetry writing, dance, music and theatre.

*(Listed below are scheduled weekly activities. Please note that the activities may change by the time the actual project occurs. The letter A represents the first visit of the week, and B represents the second visit. * Activities the teachers conduct prior to the next activity)*

Research Questions:

How did travelers on the Underground Railroad utilize the Drinking Gourd?
What is the Drinking Gourd?
Who was called Moses?
Why was Harriet Tubman called Moses?
What is the Underground Railroad?
What were “Safe Houses”?
During what time of the day did escaping slaves travel?
How did music/work songs help escaping slaves?
How did quilts and candles help escaping slaves?

**Brief Step by Step Art Integrated Activities including date/goals:
(Includes extended activities)**

Date: Every Tuesday & Thursday

Starting date has not been determined. Either March 1 through April 28 or April 5 through May 19.

Week 1 – a. Intro to Africa (Henna Hand painting activity from Morocco)
b. African Dance & Drum (instruments, clothing, songs)

** Students will read an African Folktale and respond to the questions*

Week 2 – a. Define Slavery. Discuss how the slaves traveled to United States and other Countries.
b. Introduce & Discuss the Underground Railroad and Harriet Tubman

** Complete Math activity packets on routes of the Underground Railroad*

Week 3 – a. Character Day – Students meet Harriet Tubman and travel on the Underground Railroad
b. Discuss the Drinking Gourd & complete a science activity

** Teachers will read Sweet Clara and the Freedom Quilt and discuss how quilts, abolitionist and safe houses helped escaping slaves*

Week 4 – a. Students will design and sew a quilt square
b. Students will complete their quilt square project

** Students will complete their quilt squares*

Week 5 – a. Classes will be combined to work on individual projects
Group (1) will learn and present a dance to selected work songs
Group (2) will receive a script and present a play
Group (3) will design artwork for an exhibit and presentation

** Work on completing all unfinished projects*

Week 6 – a. & b. Continue to work on group projects

** Continue to work on the dance routine, theatre and art projects*

Week 7 – a. Review the Underground Railroad program information
b. practice performance

** Continue to work on the dance routine, theatre and art projects*

Week 8 – a. complete project with performances and art exhibit
b. pass out program certificates

Field Research from sources outside the school:

Library, Internet, videos, pictures, guest artist

Authors (Teaching Artist and Teacher) - Paula Sherman, Nancy Burke, Julie Skidmore, Christy Soucek, and Joan Midgley, Kyne Franks, African Dancer & Drummer, Visual Artist and Poet.

Date: Sunday, November 14, 2004